



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

22401 North 40th Street, Phoenix, AZ 85050

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Marianne Bursi
Schedule : 8:00 AM to 4:30 PM
Grades : 7-8
2004 Enrollment : 580
Web Address :
Phone Number : (480) 419-5600
Fax Number : (480) 419-5608
E-mail : mbursi@pvusd.k12.az.us

Mission

The Explorer Middle School community believes in the worthiness of each individual, a safe environment which fosters positive citizenship, and a commitment to preparing middle school students to become productive members of the 21st Century.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The Explorer staff and administration will work to develop a collaborative process which will directly impact the improvement of student achievement.
- ü The Explorer staff will review and evaluate the current testing procedures and preparation steps in the delivery of the state-mandated tests.

Enrollment

October 1, 2003 School Year Student Enrollment : 595
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 31

Instructional Programs

- ü Honors English
- ü Inclusion Special Education
- ü LD Resource
- ü Self-Contained LD
- ü Honors Math
- ü Accelerated Reader
- ü Literature Class
- ü Technology Integration

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Explorer is dedicated to the education of pre-adolescent students. We have explored ways to serve their needs and created a campus that is a safe and healthy place for learning. We are effective in preparing students for higher levels of achievement.

Parents

The staff at Explorer Middle school recognizes the role parents play in the education of their children. Parental involvement is encouraged through varied participation including school committees, student activities, and support of school policies.

Transportation Policy

At the middle school level, students must live more than one and one-half miles from school to be eligible for transportation. Parent-signed permission slips are required for student participation on field trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü CAMLA Teacher of the Year	2004
ü National Board Certified Teacher	2002
ü Contributor to the National Math Textbooks	2002
ü Silver Apple Award Nominee	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	2804	75001	100	100	99	488	481	468	23	26	37	42	39	36	17	20	16	19	15	10
All Students (Prior Year)	319	2739	71167	99	99	99	485	477	463	17	25	38	52	45	41	22	19	14	9	11	7
Female	162	1352	36846	100	100	99	483	480	468	24	25	36	46	41	38	15	20	16	15	14	10
Male	134	1442	37974	100	100	99	494	482	467	22	27	39	36	37	34	19	20	16	23	17	11
African American	NC	86	3720	NC	100	98	NC	464	446	NC	38	53	NC	37	33	NC	15	9	NC	10	4
Hispanic	21	437	26675	95	100	98	477	450	448	33	52	52	39	33	34	6	10	10	22	5	4
Asian/Pacific Islander	11	78	1575	85	98	99	505	507	504	9	11	18	36	37	33	27	26	20	27	26	29
American Indian/Alaskan Native	NC	29	4731	NC	97	98	NC	452	438	NC	42	61	NC	46	30	NC	8	7	NC	4	2
White	251	2156	37785	99	100	99	489	486	482	21	22	25	43	40	39	17	21	21	19	17	15
Students with Disabilities	24	308	8802	100	100	100	420	421	418	83	77	79	17	17	16	0	5	3	0	1	1
Students without Disabilities	272	2496	66199	100	100	99	494	487	472	17	21	34	44	41	38	18	21	17	20	17	11
Limited English Proficient Students	13	325	11710	100	100	100	438	437	429	40	63	70	60	31	25	0	4	4	0	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	32	652	29814				482	453	448	29	47	53	36	36	33	18	12	10	18	5	4
Non-Economically Disadvantaged	264	2152	45170				488	488	479	22	21	28	42	40	38	17	22	20	19	18	14

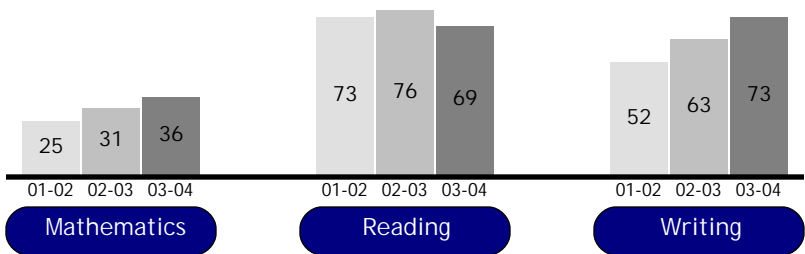
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	2801	74918	100	100	99	516	511	497	16	20	32	15	17	19	46	43	35	23	20	15
All Students (Prior Year)	316	2728	71100	98	99	99	525	516	502	8	14	25	15	18	21	50	46	40	26	22	15
Female	162	1349	36805	100	100	99	518	513	501	14	18	28	16	17	19	46	44	37	24	21	16
Male	134	1442	37936	100	100	99	514	509	493	18	23	35	15	16	18	47	41	33	21	20	14
African American	NC	86	3719	NC	100	98	NC	504	481	NC	24	43	NC	21	21	NC	40	29	NC	15	7
Hispanic	21	436	26645	95	100	98	509	481	478	17	44	46	28	18	20	39	32	27	17	6	6
Asian/Pacific Islander	11	77	1571	85	96	99	547	527	521	9	13	18	0	19	15	64	37	38	27	31	30
American Indian/Alaskan Native	NC	29	4729	NC	97	98	NC	483	468	NC	50	57	NC	8	19	NC	42	19	NC	0	4
White	251	2155	37773	99	100	99	517	515	511	15	17	20	15	16	18	46	45	41	24	22	21
Students with Disabilities	24	310	8801	100	100	100	457	455	448	67	68	75	21	17	13	13	12	10	0	2	2
Students without Disabilities	272	2491	66117	100	100	99	522	516	501	11	16	28	15	16	19	49	45	37	25	22	16
Limited English Proficient Students	13	324	11706	100	100	100	489	467	454	40	56	71	20	22	16	20	18	12	20	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	32	651	29785				504	485	477	21	41	47	21	20	20	39	32	26	18	7	6
Non-Economically Disadvantaged	264	2150	45115				518	517	508	15	16	23	15	16	18	47	45	39	23	23	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	295	2793	74503	100	100	99	514	507	491	6	7	9	21	27	32	64	57	51	9	9	8
All Students (Prior Year)	315	2662	69001	98	96	96	506	498	490	5	11	17	32	35	37	62	54	45	1	1	1
Female	161	1346	36686	99	100	99	521	520	506	6	4	5	15	22	29	71	63	57	8	11	9
Male	134	1437	37644	100	100	98	506	494	476	7	10	13	27	32	36	56	50	45	9	8	6
African American	NC	84	3677	NC	99	97	NC	505	475	NC	10	12	NC	24	36	NC	56	46	NC	9	5
Hispanic	20	430	26500	91	99	97	531	469	467	0	13	13	22	37	39	67	45	44	11	4	4
Asian/Pacific Islander	11	78	1566	85	98	99	543	538	537	0	1	5	18	27	23	73	59	55	9	13	18
American Indian/Alaskan Native	NC	29	4695	NC	97	97	NC	461	464	NC	9	14	NC	43	39	NC	48	44	NC	0	3
White	251	2154	37606	99	100	99	513	511	508	7	6	6	19	25	28	65	58	56	9	10	10
Students with Disabilities	24	308	8662	100	100	100	429	429	409	25	25	37	46	48	42	29	26	20	0	2	1
Students without Disabilities	271	2485	65841	99	100	98	522	513	499	5	5	7	19	25	32	67	59	53	9	10	8
Limited English Proficient Students	12	320	11608	100	100	100	453	449	430	0	15	23	60	47	47	40	37	28	0	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	31	648	29587				483	469	465	11	14	14	21	36	40	64	47	43	4	4	4
Non-Economically Disadvantaged	264	2145	44898				518	516	507	6	5	7	21	25	28	64	59	55	9	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	62	60	48	96	65	60	51	96	65	NA	54
	Language	99	66	66	51	98	77	64	54	97	74	69	58
	Mathematics	99	63	66	54	100	76	70	58	97	73	73	62
8	Reading	100	62	59	49	98	68	60	53	96	66	NA	55
	Language	100	61	59	46	99	72	59	49	99	68	62	52
	Mathematics	100	65	64	54	99	72	67	58	99	69	71	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Textbook Selection
- Ü Student Discipline
- Ü School District Budget Allocation

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	27.50
Other Professional Staff	4.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	3	0	0
10 or more years	6	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	12
Core academic classes taught by Highly Qualified (NCLB) teachers.	89
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs
- Ü One Media Studio

Extracurricular Activities

- Ü Performing Arts
- Ü Academic Clubs
- Ü Intramural and Festival Sports Programs
- Ü Community Service Projects

Social Services

- Ü Afterschool Program
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Curriculum maps outlining course content and instructional sequence were completed for all subject areas and departments.
- Standardized test scores exceeded state and national averages in Reading, Math, and Writing.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	53	58
Grades 7-8	76	55

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Explorer School has developed a schoolwide emergency crisis management plan. This plan is designed to have in place a program that ensures the safety of students and staff.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Marianne Bursi	(480) 419-5600
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5109
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Jane Barrett	(480) 419-5600
Student Health/Nurse	Karen Reuter	(602) 787-5071

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.